

# TITLE I PROGRAM DIRECTORS TRAINING



Developed by the Office of Student Achievement and Accountability



# WORKSHOP GOALS AND OBJECTIVES

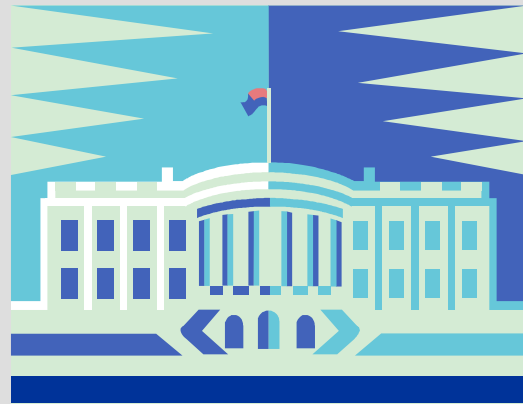
- I. To provide an overview of Title I policies that must be implemented in school districts.
- II. To enable the program director to implement Title I policies at the school and district level and establish a calendar of key events for the year.
- III. To provide technical assistance and support to the Title I program director in developing a local program design.



# TITLE I PROGRAM DIRECTORS AGENDA

1. Overview of *Elementary and Secondary Education Act*
2. Accountability and Assessment – AYP, Safe Harbor, Data-Driven Trend Analysis, Report Cards, Corrective Action
3. Determining Title I Eligibility
4. Serving Nonpublic School Students
5. Needs Assessment
6. Title I Unified Plan
7. Program Requirements – Target Assistance and Schoolwide
8. Scientifically Based Research Programs
9. Professional Development
10. Paraprofessionals
11. Parental Involvement
12. School Improvement
13. School Choice/Supplemental Educational Services
14. Overview of ARRA

# *THE ELEMENTARY and SECONDARY EDUCATION ACT (ESEA)*



# ESEA

# TITLE I , PART A- *Improving the Academic Achievement of the Disadvantaged*

Title I represents the largest federal *elementary and secondary* education program

- ❖ Funds are distributed to more than 70 % of all New Jersey districts.
- ❖ ***Allocations*** are based on the number of low-income students.
- ❖ ***Services*** are directed to those students who are the lowest-achieving or at the highest risk for school failure.
- ❖ Increases accountability for the educational outcomes of all children.



# Title I Mandates

- ❖ Accountability reported publicly with sanctions and rewards
- ❖ Programs and instructional strategies must be based on scientific research
- ❖ Comprehensive parent notifications and involvement
- ❖ Highly qualified teachers and paraprofessionals
- ❖ Annual assessments for data analysis and informed instruction
- ❖ Covers early childhood through grade 12



# A SINGLE ACCOUNTABILITY SYSTEM

# A SINGLE ACCOUNTABILITY SYSTEM

## ❖ All Schools, All Students

## ❖ Goal: 100% Proficiency

- ❖ Starting points
- ❖ AYP benchmarks
- ❖ 2005
- ❖ 2008
- ❖ 2011
- ❖ 2014 100% proficiency

## ❖ AYP Based Upon Disaggregated Student Groups

- ❖ Total students
- ❖ Race and ethnic groups
- ❖ Economically disadvantaged
- ❖ Students with disabilities
- ❖ Limited English proficient
- ❖ Other

## Flexibility Provisions

- Mobility
- Minimum "n" 30 for performance
- Minimum "n" of 40 for participation
- Confidence Interval
- Safe Harbor
- Aggregated grades for AYP
- Banking of HSPA scores

# A SINGLE ACCOUNTABILITY SYSTEM

## *Adequate Yearly Progress*

To meet AYP, each school and district must meet the following criteria:

**95% Participation:** Total students and each student subgroup with at least 40 students must have a participation rate of 95% or above on state assessments.

**Meet or Exceed Proficiency:** Total students and each student subgroup must meet the state's AYP benchmarks for the percentage of students scoring proficient or better on the state assessments.

**Secondary Measure:** Each school, district, and the state as a whole must show progress on an additional measure (graduation rate for high school and attendance rate for elementary and middle schools). To make safe harbor for any student subgroup, the secondary measure must also be met.



# A SINGLE ACCOUNTABILITY SYSTEM

## *Guidelines for Assessing Students*

- ❖ Students with disabilities assessed
- ❖ Students with disabilities who are moved from their neighborhood school to receive services at other schools will be included in their home school's accountability process
- ❖ Alternative Performance Assessment (APA) administered
- ❖ Students with limited English proficiency assessed
- ❖ Students less than a year (referred to as time in school)
- ❖ Results for subgroups with less than the minimum "n" are excluded from the analysis



DETERMINING TITLE I  
ELIGIBILITY FOR PUBLIC AND  
NONPUBLIC STUDENTS



# ELIGIBILITY FOR PUBLIC SCHOOLS

## *Eligible School Attendance Area (§1113)*

- ❖ The proportion of economically disadvantaged students in a school determines the amount of ***funds*** that may go to a school.
- ❖ Any student enrolled in an eligible school may receive Title I ***services*** if they are low achieving.
- ❖ All Title I funds must be distributed and accounted for.
- ❖ Low-income nonpublic school students in served school attendance areas must receive an equitable share.



# ELIGIBILITY FOR PUBLIC SCHOOLS

## *Poverty Criteria*

- ❖ Free lunch
- ❖ Reduced-price lunches
- ❖ Census
- ❖ Temporary Aid to Needy Families (TANF)
- ❖ Medicaid
- ❖ Composite
- ❖ Feeder method



# ELIGIBILITY FOR PUBLIC SCHOOLS

## *Rank Ordering School Attendance Areas*

- ❖ Select the measure of poverty.
- ❖ Rank order attendance areas based on the percentage (not number) of children from low-income families.
- ❖ 75% rule
- ❖ Grade-span grouping
- ❖ 35% rule
- ❖ 125% rule

# ELIGIBILITY FOR PUBLIC SCHOOLS

## *75% Rule*

Must first serve areas or schools above 75% poverty.


Then and only then, may schools be served at or below 75% in rank order or grade-span groupings.

# ELIGIBILITY FOR PUBLIC SCHOOLS

## *35% Rule*

### Qualifying Attendance Areas

- ❖ Poverty rate below 35%
  - *Per pupil expenditure calculated at 125%*
- ❖ Poverty rate  $\geq 35\%$
- ❖ Poverty rate at/above district poverty rate



# SERVING ELIGIBLE NONPUBLIC STUDENTS



# NONPUBLIC STUDENTS

## *Eligible Children for Title I Services*

- ❖ Students must reside in a participating public school attendance area and be at risk of failing (poverty is not a criteria).
- ❖ The district must verify that the eligible nonpublic school children reside in participating public school attendance areas.

# ELIGIBLE NONPUBLIC STUDENTS

## *Regulatory Requirements of Consultation*

- ❖ How the district identifies needs of eligible nonpublic school children using multiple, educationally related, objective criteria.
  - ❖ *Achievement tests*
  - ❖ *Teacher referral/recommendations based on objective, educationally related criteria*
  - ❖ *Grades*
- ❖ What services district will offer to eligible nonpublic school children
- ❖ How and when the district will make decisions about delivery of services
- ❖ How, where, and by whom the district will provide services to eligible nonpublic school children

# ELIGIBLE NONPUBLIC STUDENTS

## *Regulatory Requirements of Consultation*

- ❖ How the district will assess the academic services to nonpublic school children and how district will use results to improve Title I services
- ❖ Proportion of Title I funds that the district will allocate for these services
- ❖ The method or source of data used to determine number of nonpublic school children residing in participating public school attendance areas
- ❖ Services provided to teachers & families of participating nonpublic school children



# SERVING ELIGIBLE NONPUBLIC STUDENTS

- ❖ Views of nonpublic school officials regarding third-party contractors
- ❖ Is there space in the nonpublic school?
- ❖ Is space good for teaching/learning?
- ❖ Is space available for extended day options?



# SERVING ELIGIBLE NONPUBLIC STUDENTS

## *Allocating Funds*

District reserves off the top –

- ❖ If a district reserves funds for instructional related activities for public school students at the district level, the district must also provide from these funds equitable services to eligible nonpublic school children.
- ❖ Amount of funds must be proportional to the number of nonpublic school children from low-income families residing in public school attendance areas.

# SERVING ELIGIBLE NONPUBLIC STUDENTS

## *Allocating Funds*

### ❖ *Not eligible for equitable services*

- N&D/ Homeless
- Choice Transportation
- Supplemental Educational Services

### ❖ *Eligible for equitable services*

- Parental Involvement
- Professional Development
- Districtwide Instructional Programs



# SERVING ELIGIBLE NONPUBLIC STUDENTS

## *Evaluation*

The district must define 'annual progress' for nonpublic school Title I participants. If annual progress is not met, the district must modify the Title I program.



# SERVING ELIGIBLE NONPUBLIC STUDENTS

## *Title I Services*

Must be supplemental and may not replace or supplant services that would, in the absence of Title I, be provided by nonpublic school to participating nonpublic school children.



# **COMPREHENSIVE NEEDS ASSESSMENT**

# COMPREHENSIVE NEEDS ASSESSMENT

## *Data-Driven Decision Making*

**Purpose:** Enable schools to identify their strengths and weaknesses, so they can specify priority problems and plan activities to help improve student achievement and meet state academic standards. The following can be used:

- ❖ State assessments and missed AYP indicators
- ❖ District commercial tests and other data
- ❖ Teacher tests and observations
- ❖ Surveys and stakeholder input
- ❖ CAPA recommendations

# COMPREHENSIVE NEEDS ASSESSMENT

The problems selected by the district require an adequate description that identifies the following:

- ❖ The target population
- ❖ The causes of the problem
- ❖ The identification of the data source
- ❖ The analysis of the data, areas to be measured
- ❖ The measurement tool
- ❖ The specific school targets



# TITLE I UNIFIED PLAN

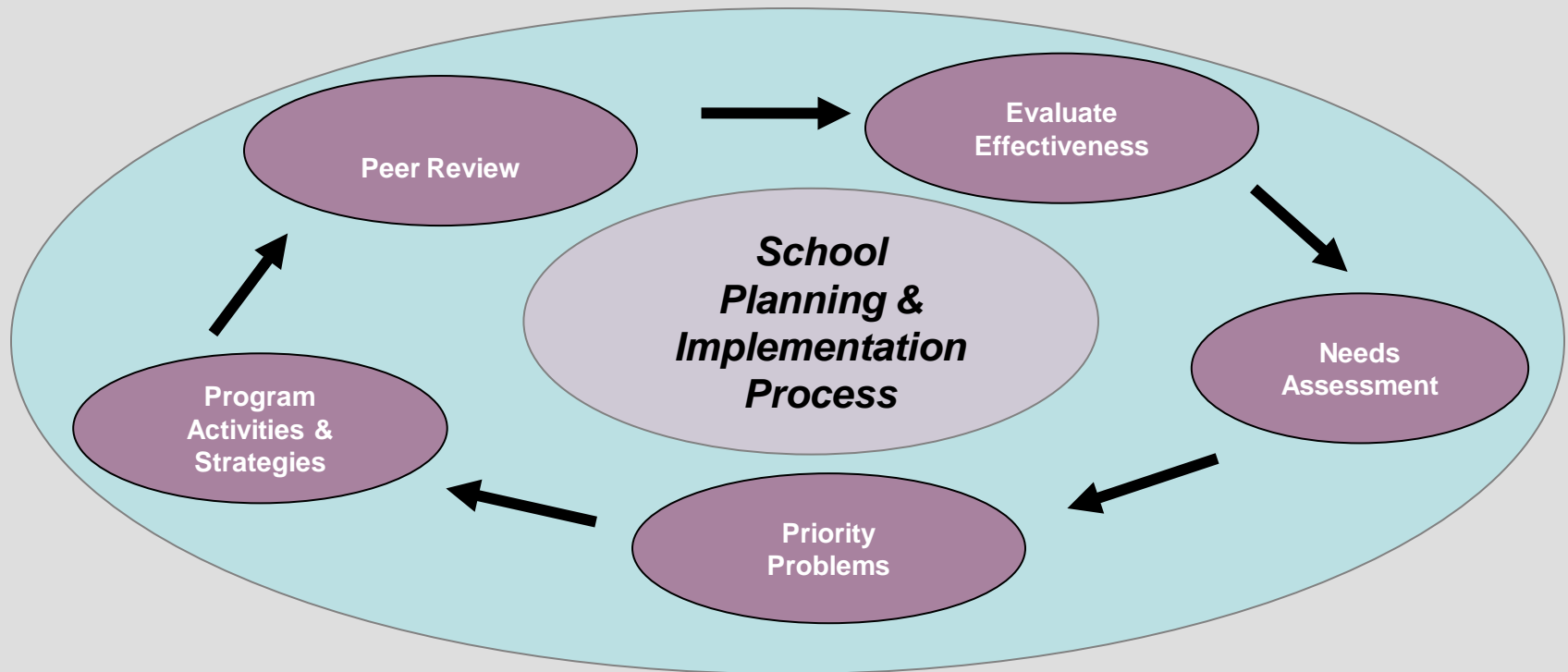
# TITLE I UNIFIED PLAN

## *Purpose*

A statutory requirement that:

- ❖ Provides a framework for school planning. It fulfills the requirements for Title I schools operating approved schoolwide programs and schools designated as in need of improvement
- ❖ Document the improvement efforts for:
  - *Title I schools in need of improvement*
  - *Title I districts with schools in need of improvement*
  - *Title I districts in need of improvement*

# Title I Unified Plan Planning Process





# TITLE I UNIFIED PLAN

## *School-Level Components*

1. **Comprehensive Needs Assessment & Data Analysis**  
*Multiple Measures, Perceptions, Student Learning, School Processes, and Demographics*
2. **Data Collection and Analysis**  
*Identification of Multiple Measures*
3. **Evaluation of Teaching and Learning Strategies & Programs**  
*Strategies to Increase Student Achievement that were Implemented in 2009, Description of Extended Day/Year Programs Implemented in 2009 to Address Academic Deficiencies, Professional Development that was Implemented in 2009, and Parent Involvement that was Implemented in 2009*



# TITLE I UNIFIED PLAN

## *School-Level Components*

### 4. Needs Assessment Summary

*List of thirteen open-ended questions describing how the needs assessment was performed*

### 5. Selection of Priority Problems

*School Needs Assessment Summary Matrix*

### 6. Description of Priority Problems and Strategies to Address Them

*Selection of three priority problems*

# TITLE I UNIFIED PLAN

## *School-Level Components*

### 8. Plan Components for 2010

*Proposed Programs and Strategies for 2010 to Address Student Achievement, Academic Programs Continued from Previous Year, Proposed Extended Day/Year Programs to Address Academic Deficiencies, Extended Day/Year Programs Continued from Previous Year, Proposed Professional Development to Address Student Achievement and Priority Problems, Professional Development Programs, and Continued from Previous Year*

### 9. Highly Qualified Staff

*Description of Strategies Used to Attract and Retain Highly Qualified Staff, Mentoring Program for Teachers, and Mentoring Program for Administrators*

# TITLE I UNIFIED PLAN

## *School-Level Components*

### 10. Parent Involvement (PI)

*Description of Parent Involvement Programs, and Ten Open-Ended Questions on How the School Involves its Parents*

### 11. All Schools

*List of Multiple Measures Used for the Establishment of Entrance and Exit Criteria in a Targeted Assistance School(s)*

# TITLE I UNIFIED PLAN

## *School-Level Components*

### 12. Action Planning

*Action Plan Strategy Related to Priority Problem # 1, Action Plan for Strategy Related to Priority Problem # 2, Action Plan Strategy Related to Priority Problem # 3, and Action Plan Strategy Related to Priority Problem #4*

### 13. Support Elements

*On-going and Sustained Technical Assistance, District Support, and Resource Allocation*

# TITLE I UNIFIED PLAN

## *School-Level Components*

### 13. *Peer Review*

*Describe the process used for the Peer Review, Date and Location the Peer Review Took Place, Contact Information of Peer Reviewer, and Recommendations Made from the Peer Review*

### 14. *Corrective Action, Restructuring & School Improvement*

*SINI Year 4: Schools in Corrective Action, SINI Year 6 and Above: Restructuring Implementation, SIA Part a, SIA Part G, SIA Part G Action Plan # 1, and SIA Part G, Action Plan #2*

# TITLE I UNIFIED PLAN

## *School-Level Components*

### 15. School Budget Pages

Submission of School-Level Budget Pages in Excel

### 16. Principal Certification

*Title I Unified Plan- signed and dated by principal(signatures must be kept on file at the school)*



# Targeted Assistance and Schoolwide Programs

# TARGETED ASSISTANCE AND SCHOOLWIDE PROGRAMS

## Assessing the Needs of the District/School

Targeted Assistance



*Schoolwide*

*Poverty Threshold 40%*





# PROFESSIONAL DEVELOPMENT

## *Expenditures*

- ❖ Schools in need of improvement must allocate 10% of their school allocation
- ❖ Districts in need of improvement must reserve at least 10% of their allocation to improve classroom teaching for instructional staff (may include SINI 10%)

# SCHOOLWIDE PROGRAMS

## *Criteria*

- ❖ Title I funds are used to upgrade the instruction of the entire school to meet the state's *Core Curriculum Content Standards*.
- ❖ 40 percent or more of the students enrolled in the school, or residing in the school attendance areas, must be from low-income families.
- ❖ A comprehensive needs assessment must be conducted.
- ❖ The district must take a planning year, meeting with stakeholders and developing the schoolwide plan (Title I Unified Plan) and schoolwide application.

# TARGETED ASSISTANCE SCHOOLS (TAS)

Direct services to *specific students* in eligible schools who are identified as failing, or most at risk of failing, to meet the state's content and student performance standards.

# TARGETED ASSISTANCE SCHOOLS

Establish entrance and exit criteria based on multiple, objective, and uniform criteria such as:

- ❖ *Low income, SPED, migrant, LEP students*
- ❖ *Assessment results, teacher recommendations, and parent recommendations*
- ❖ *Children who have the greatest academic need receive Title I*
- ❖ *Districts may need to prioritize the student selection to provide a meaningful program*

# TARGETED ASSISTANCE SCHOOLS

## *Essential Program Components (§1115)*

1. Assist students in reaching state standards
2. Are based on effective means for improving student achievement
3. Ensure appropriate planning
4. Use instructional strategies effectively by minimizing pull-out and offering in-class support or extended day and summer programs
5. Coordinate with and support regular education programs such as pupil services (counseling, mentoring) and transition programs
6. Offer instruction by highly qualified staff
7. Provide professional development
8. Use strategies to increase parental involvement



# PROFESSIONAL DEVELOPMENT IN TITLE I SCHOOLS



# PROFESSIONAL DEVELOPMENT(PD)

- ❖ Must be sustained, high-quality, classroom-focused training in core content areas and strategies that work
- ❖ Use of Title I funds for PD will vary depending upon Title I program
- ❖ Title I teachers, principals, paraprofessionals, and other staff may participate.

# PROFESSIONAL DEVELOPMENT

## *Allowable Uses*

- ❖ Strategies tied to the state's CCCS, state student performance standards and consistent with the district's needs assessment
- ❖ Activities involving parents in the education of their children
- ❖ Activities addressing the needs of teachers in Title I schools and students at-risk
- ❖ Activities incorporating teaching strategies in the CCCS areas for meeting the needs of at-risk students

# TECHNICAL ASSISTANCE

## *District Responsibility to SINIs*

Technical assistance to address:

- ❖ Parental involvement requirements (§1118)
- ❖ Professional development requirements (§1119)
- ❖ Responsibilities of the school and district under the school plan, and identify and address solutions to such problems
- ❖ Assistance in identifying and implementing professional development, instructional strategies, and methods of instruction
- ❖ Assistance in analyzing and revising the school's budget (§1111)

*Note: Technical assistance must be based on scientifically based research.*



# PARAPROFESSIONALS

# TITLE I PARAPROFESSIONALS

## *Requirements*

Instructional paraprofessionals in targeted assistance and schoolwide programs meet one of the following criteria:

- ❖ *Have an Associate's Degree*
- ❖ *Completed two years of college coursework*
- ❖ *Passed a rigorous test showing the ability to assist with the teaching of reading, writing, and mathematics*

# TITLE I PARAPROFESSIONALS

## *Duties*

1. Provide one-on-one tutoring when a student is not being instructed by a teacher.
2. Assist with classroom management.
3. Provide instructional assistance in a computer lab.
4. Conduct parental involvement activities.
5. Provide support in a library/media center.
6. Act as a translator.
7. Provide instructional support under the direct supervision of a teacher.



# PARENTAL INVOLVEMENT



# WHY PARENT INVOLVEMENT?

- ❖ It is required by Title I law
- ❖ It helps raise student achievement



# Parent Involvement

The Title I statute defines the term “parental involvement” as the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities



# TITLE I PARENTAL INVOLVEMENT

- ❖ Applies to all Title I districts & schools.
- ❖ Comprehensive and based upon parents' needs.
- ❖ Benefit the greatest number Title I parents who have children being served in Title I programs.
- ❖ One-percent reserve of Title I allocations over \$500,000.

# TITLE I PARENT REQUIREMENTS

## *Parents' Right-to-Know (§1111)*

At the beginning of the school year Title I district must notify parents of their **right to request** the following information regarding their child's teachers:

- ❖ Whether the teacher has met state qualifications and licensing criteria.
- ❖ Whether the teacher is under emergency or provisional status.
- ❖ Whether the teacher has a baccalaureate degree, certification in the discipline field and other pertinent education.
- ❖ Whether the child is provided services by paraprofessionals, and, if so, their qualifications.
- ❖ Schools **must notify parent** when their child has been taught for four consecutive weeks by a teacher not highly qualified.

# TITLE I PARENT REQUIREMENTS

## *Language Instruction Education Program (§1111)*

Not later than 30 days after the beginning of the school year, the district is required to inform the parent (s) of a limited English proficient child identified for participation in a language instruction educational program of the following:

- ❖ The reasons for the identification of their child as limited English proficient and in need of placement in a language instruction educational program.
- ❖ The child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement.



# TITLE I PARENT REQUIREMENTS

## *School Improvement Notification (§1116)*

### *District Requirements:*

- ❖ An explanation of what the identification means
- ❖ How the school compares to other district schools in terms of academic achievement
- ❖ Reason for the identification
- ❖ Explanation of what the school is doing to address the problem of low achievement
- ❖ Explanation of what the district or state is doing to help the school address the achievement problem

# TITLE I PARENT REQUIREMENTS

## *The Written Parental Involvement Policy §1118*

The written parental involvement policy describes how the district will:

- ❖ Involve parents in developing the district's plan for school review and improvement
- ❖ Provide coordination, assistance and support to assist in planning and implementing effective parental involvement activities to improve student performance
- ❖ Build schools' and parents' capacity for strong parental involvement
- ❖ Coordinate and integrate parental involvement strategies with other programs (e.g., Head Start, Reading First etc.)
- ❖ Conduct an annual evaluation of the content and effectiveness of the parental involvement policy
- ❖ Involve parents in the activities of schools served under Title I, Part A



# TITLE I PARENT REQUIREMENTS

## *The Written Parental Involvement Policy §1118*

### *School Policy Requirements*

Each School must develop, jointly with parents of children participating in Title I services, a written school parental involvement policy that describes how the school will carry out the parental involvement requirements in §1118(c)-(f), including the development of a parent compact

# TITLE I PARENT REQUIREMENTS

## *The School-Parent Compact: Shared Responsibility for High Student Achievement (§1118)*

Each school must develop a school-parent compact jointly with parents, student and teachers of students receiving Title I services that outlines:

- ❖ How parents, the entire school staff, and students will share the responsibility for improved student academic achievement.
- ❖ How the school and parents will build and develop a partnership to help children achieve the state's high standards.



# SCHOOL IMPROVEMENT

# School Improvement

Schools that do not make AYP for two consecutive years in the same content area trigger “schools in need of improvement” status and interventions.

- ❖ Public notification of status
- ❖ Technical assistance
- ❖ Develop an improvement plan (Title I Unified Plan)
- ❖ Use 5% minimum and 10% maximum of funds for professional development
- ❖ Intra-district school choice
- ❖ Supplemental educational services
- ❖ Corrective action
- ❖ Restructuring



# SCHOOL IMPROVEMENT

## *Continuum*

- ❖ Year 1-Early Warning
- ❖ Year 2-School Choice
- ❖ Year 3-Supplemental Educational Services
- ❖ Year 4-Corrective Action
- ❖ Year 5-Planning for Restructuring
- ❖ Year 6-Restructuring 1
- ❖ Year 7-Restructuring 2
- ❖ Year 8-Restructuring 3
- ❖ Year 9-Restructuring 4

# SCHOOL IMPROVEMENT

## *Corrective Action*

- ❖ Parent notification
- ❖ Public school choice
- ❖ Supplemental Educational Services
- ❖ School Improvement Plan
- ❖ Technical Assistance from district and state
- ❖ School Review – CAPA



# SCHOOL IMPROVEMENT

## *Restructuring*

1. Implement any major restructuring of the school's governance that is consistent with the principles of restructuring as set forth in the legislation.
2. Re-open the school as a public charter school as defined by and consistent with state statute and regulation (N.J.S.A. 18A:36A-1 et seq. and N.J.A.C. 6A).
3. Replace all or most of the school staff, which may include the principal, who are relevant to the school's inability to make adequate progress (consistent with existing contractual provisions and applicable statutory protections in Title 18A).

# Districts in Need of Improvement

- ❖ Does not make AYP in all grade spans within the district (elementary, middle school, and high school) for two consecutive years in either the language arts literacy or mathematics content area.
- ❖ For AYP calculation data are aggregated to determine targets for grade spans.
  - *Grades 3-5: elementary grade span*
  - *Grades 6-8: middle school grade span*
  - *Grade 11: high school grade span.*



# School Choice and Supplemental Educational Services



# SCHOOL CHOICE

## *Definition (§1116)*

The legislation allows for parents of children enrolled in Title I schools in need of improvement the opportunity to transfer their children to a school in the district that is not in need of improvement.

# SCHOOL CHOICE

- ❖ All students in a school “in need of improvement” are eligible
- ❖ Priority
  - *Lowest achieving*
  - *Low income*
- ❖ Parents must be notified before the beginning of school and given a reasonable time to request transfer

# SCHOOL CHOICE

## *Eligible Students*

- ❖ All students enrolled in a Title I school in need of improvement
- ❖ If it is not possible to offer school choice to all students requesting it, then priority is given to the lowest achieving, low-income students.
- ❖ Federal government acknowledges transportation limitations
- ❖ Federal government does not acknowledge school capacity limitations

# SUPPLEMENTAL EDUCATIONAL SERVICES

## *Definition (§1116)*

Tutoring and other supplemental academic enrichment services that are in addition to instruction provided during the school day. They must be:

- ❖ High quality
- ❖ Research based
- ❖ Specifically designed to increase the academic achievement of eligible children on the academic assessments required under §1111 and state standards

# SUPPLEMENTAL EDUCATIONAL SERVICES

## *State's Role*

- ❖ Identify schools that must offer SES
- ❖ Approve SES providers through an application process
- ❖ Establish eligibility criteria for SES providers
- ❖ Update SES provider list annually
- ❖ Post the "20 percent obligation"
- ❖ Monitor LEAs implementation of SES, including any LEA spending less than their "20 percent obligation"
- ❖ Monitor and evaluate SES providers

# SUPPLEMENTAL EDUCATIONAL SERVICES

## *District's Role*

To implement SES, districts must do the following:

- ❖ Notify eligible parents about the availability of services
- ❖ Provide a list of state approved providers
- ❖ Help eligible parents make decisions
- ❖ Contract with the providers
- ❖ Monitor student progress and the provider services
- ❖ Meet its 20 percent obligation

# SUPPLEMENTAL EDUCATIONAL SERVICES

## *Definition of a Provider*

- ❖ A provider of SES services may be any public or private (non-profit or for-profit) entity that meets the State's criteria for approval.
- ❖ Public schools(including charter schools), private schools, LEAs, educational service agencies, institutions of higher education, faith-based organizations, community-based organizations, business groups, and individuals are eligible to become SES providers

# SUPPLEMENTAL EDUCATIONAL SERVICES

## *Established Criteria*

The term provider means a nonprofit entity, a for-profit entity, or an LEA that meets the following criteria:

- ❖ Has a demonstrated record of effectiveness in increasing student academic achievement.
- ❖ Is capable of providing SES that are consistent with the instructional program of the LEA and the academic standards described under §1111.
- ❖ Is financially sound.

# SUPPLEMENTAL EDUCATIONAL SERVICES

## *Role of Providers*

Providers must agree to comply with the following:

- ❖ Individual student plan
- ❖ Core Curriculum Content Standards and local curriculum alignment
- ❖ Monthly reports
- ❖ End of the year report

# SUPPLEMENTAL EDUCATIONAL SERVICES

## *Per-Pupil Spending Limit*

The statute specifies that the per-pupil cost limit for supplemental educational services is the lesser of the following:

- ❖ The district's per-pupil allocation (Title I allocation divided by the census poverty figure)
- ❖ The actual cost of services

*(The NJDOE notifies districts of their per-pupil amounts on the allocation notices.)*



# CHOICE AND SES

## *Funding Reserves*

Districts with schools in need of improvement must reserve 20% of the total allocation for public school choice and supplemental educational services

# American Recovery & Reinvestment Act (ARRA)





## *Overview of ARRA Title I, Part A*

- ❖ Provide additional assistance to districts and schools that have high concentrations of students from families that live in poverty
- ❖ Funds are to improve teaching and learning for those students who are “most” academically at risk



# *Overview of ARRA Title I, Part A*

## *Four Guiding Principles*

- ❖ Spend funds quickly in an effort to save and create jobs
- ❖ Improve student achievement through school improvement and reform
- ❖ Ensure transparency, reporting, and accountability
- ❖ Invest one-time ARRA funds thoughtfully

# US Department of Education Non-Regulatory Guidance

- ❖ Targeted Assistance
- ❖ Schoolwide Programs
- ❖ Parental Involvement
- ❖ Public School Choice
- ❖ Supplemental Educational Services
- ❖ Paraprofessionals
- ❖ Private School Children
- ❖ LEA and School Improvement

Web site: <http://www.nj.gov/njded/title1/leg/>

# WEB SITE RESOURCES

## NJ Department of Education

<http://www.nj.gov/njded/title1/>

<http://www.nj.gov/njded/grants/nclb/>

## US Department of Education Guidance

<http://www.ed.gov/print/programs/title1parta/legislation.html>

## Supplemental Educational Services

<http://www.nj.gov/education/title1/program/ss/>

## NCLB Consolidated Subgrant Reference Manual

<http://www.nj.gov/njded/grants/entitlement/nclb/nclbrefman.pdf>

## ARRA

- ❖ NJDOE ARRA Web site: <http://www.state.nj.us/education/ar>
- ❖ USDE ARRA Web site: <http://www.ed.gov/policy/gen/leg/recovery/index.html>
- ❖ USDE Title I ARRA Guidance: <http://www.ed.gov/policy/gen/leg/recovery/guidance/title-i.doc>
- ❖ USDE Title I Waiver Guidance: <http://www.ed.gov/programs/titleiparta/title-i-waiver.doc>



# Office of Student Achievement and Accountability

## Title I Unit

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